" AN INVESTIGATION INTO THE WORKING OF COMMUNITY DEVELOPMENT PROGRAMME IN THE ELEMENTARY TEACHER TRAINING INSTITUTIONS IN DELHI. "

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D I S S E R T A T I O N

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PART ONE

THE PROLOGUE

CHAPTER I

INTRODUCTION

The Constitution of our country has guaranteed a democratic and equalitarian social order. To meet this political change educational reconstruction was felt inevitable. Education which is the Chief instrument for reconstruction and transformation of society was considered to be the basis of all developmental activities. An organised system of education must meet the real situations of a community. It must be in accordance with the physical and social needs of the community.

The first step taken in the direction of educational reconstruction was the appointment of a series of commissions and committees to survey, study, review and recommend improvements in the different sectors of education.

Keeping in view the recommendations of the past commissions and committees the present Education Commission of 1964-66 has given the following opinion about the educational reforms needed in this country.

> " In our opinion, therefore no reform is more important or more urgent than to transform education to endeavour to relate it to the life, needs, and aspiration of the people

and thereby make it a powerful instrument of social economic and cultural transformation necessary for the realisation of our national goals ....."[1]

The above quoted opinion of the Commission, that education should be related to life is not new. The father of the nation Mahatma Gandhi gave this idea long before; while giving his scheme of Basic Education to the Nation. Gandhiji's concept of Basic Education was accepted by the Government of India and Basic Education was adopted as the national pattern of education at elementary stage. Gandhiji wanted that future generation should play their role in the reconstruct'on of the country. The teaching of vocations as related to the needs of the community mostly rural was therefore given its due place. By establishing such intimate touch, the school has once again to become an integral part of the local community.

This movement of considering the school as an integral part of the local community was not only initiated in our country. In U.S.A. progressive schools were converted into community schools in 1941-42 with the idea

1. Report of the Education Commission 1964-66. Govt. of India. Ministry of Education p-6 para 1.20

that education must be related to life, needs and aspiration of the community in which the school is situated.

This concept of relating the school with the community was strengthened by another new movement of community development, which was sponsored on the birth day of Bapu in 1952 by the Ministry of Community Development and Co-operation. As the main idea of Community Development Programme is implicit in the scheme of Basic Education, the primary school teachers and the training institutions are supposed to take initiative in the Community Development programme. The present programme of C.D.P. which also seeks to establish a close relationship between the school and the community is only a re-statement of these fundamental principles of Basic Education.

Thus Basic Education and Community Development have recognised the school as the agency for the development of the village community. This aspect is strengthened by the Democratic Decentralisation in States which have accepted Panchayath Raj. In the words of Jawahar Lal Nehar.

> "Every village should have three things, a panchayath, a co-operative society and a school. Only then can the foundation of the country be strong."

The school is the third leg of the tripod on which the foundation of new India is being laid.

In this set up the second is now maintained by the communities themselves and so the school and community have to work together for mutual benefit. Here the school has to take active part in C.D.P. and it should become a community centre with its activities. To operate the school as a community centre the school teacher who is the pivot of the programme has to be oriented to equip himself in the new set-up of Panchayath Raj and play an active role for the development of community.

The teacher who is trained under the scheme of Basic Education could not make the school into a community centre, due to so many reasons. In spite of the fact that Basic Education has been adopted as the National Pattern, the methodology of teaching in training institutions has not registered significant improvement. Correlation with community problems remain somewhat artificial and the training programme itself is largely ineffective. Therefore it is

imperative that the training institutions should vitalise their programme in this new set up.

Taking into view of the above considerations to involve the primary school teachers into the community Development Programme and to make the school into a Community Centre; the Central Government has launched a programme of orienting the Teacher Educators of the training schools towards the Community Development aspect with a view of refashioning the training school curricula and prepare the elementary school teachers to poly an active role in the present set-up of Panchayatth Raj and contribute substantially for the development of community with a definite scheme.[2]

Accordingly the teacher educators and principals who were trained in academic subjects and methods in training colleges were oriented at social education Organisers' Training Centres for a period of four weeks and three days respectively. As much the Training Schools are expected to work for this aspect with the facilities provided to them by the Central Government giving practical training to the

2. [illegible]ntation of School Teacher in Community Development Ministry of Community Development & Co-operation (Deptt. of Community Development)

trainees through the practicing or experimental school in the Community.

This programme of Orienting Teacher Educators and equiping the training schools with required facilities come into effect from May, 1961. And the community Development Programme is introduced in the syllabus of Elementary Teacher Training Institutions of Delhi-area giving due weightage as a compulsory subject since 1963.

(a) Need and Importance of the Problem

As more than three years have been passed since the programme was introduced as a part of the syllabus, it may therefore fruitful to know or investigate at this stage as what status has been given to this programme by actual field workers. Do they have some faith in it or they feel otherwise simply as a waste of time. Is the theory as well as practical going on according to its prescription in the syllabus? If the things are going on well and perfectly in the spirit; the programme has been prescribed, it is hoped it will open a new chapter in the area of community school relationship. After getting this training in a true spirit the elementary teachers may do a lot to provide leadership to the local community and in this way to contribute to the welfare of the community. Also the C.D.P. may be made more effective

in other parts of the country keeping in view the findings of such investigation. The teachers and the heads of the institutions working in Delhi Elementary Teacher Training Institutions may also be benefited by this investigation and they may enhance the effectiveness of this programme in the light of the findings of such investigations.

Therefore, an attempt has been made in this investigation to see the working of the Elementary Teacher Training Institutions in the direction of community Development Programme.

(b) Statement of the Problem

The title of the study may be read as following:-

" An Investigation into the working of Community Development Programme in the Elementary Training Institutions of Delhi."

A study of the present status of teaching the subject in theory, the organisational aspect of different community Development Programme by the elementary teacher education institutions and of the difficulties faced by such institutions during the period of organising school programmes.

(c) Defining the Problem.

Investigation means a survey will be

made regarding the working programme of Community Development in the schools. This is confined to the following areas:

1. Study of the perception of Principals, Teacher Educators and the Trainees regarding the objectives of Community Development.
2. To investigate whether or upto what extent the theory part prescribed in syllabus is being taught.
3. To examine as upto what extent the practical activities have been organised according to the syllabus prescribed for.
4. To study the evaluation procedure in vogue in the institutions in theory as well as in practice for C.D.P.
5. To study the measures taken by the developmental agencies for cooperating with the institutions in organisation of C.D.P.
6. To study the difficulties which the Training Institutions are facing in the working of this programme.
7. To study the facilities required by the Training Institutions for better working of the C.D.P.

8. To analyse the suggestions made by the Teacher Educators and Trainees on the working of C.D.P. in the Training Institutions.

(d) Delimitations of the Problem

This investigation is confined to the Elementary Teacher Training Institutions of Daryaganj and Alipur in Delhi.

Though in Delhi there are three Elementary Teacher Training Institutions, but the investigation was carried out only in two institutions due to the fact that the Community Development Programme was introduced in the syllabus of the Directorate of Education, Delhi Administration for Elementary Teacher Training Institutions run by Delhi Administration. The third institution is Jamia Milia Islamia Teachers' Training College run by a private enterprise in Delhi. As Community Development was not in the syllabus of this institution the investigation was not supposed to be conducted there, but the investigator made an attempt to approach the authorities of the institution with an intention to include the same in his investigation on the ground that Community Living Programme which is very near to the C.D.P. is a part of its syllabus. Aftergoing through the questionnaire at

the request of the investigator the principal and some of prominent teacher educators reflected their opinion that it will not be worthwhile to administer the questionnaire which is related to C.D.P., hence the trainees will not be able to reply the questions given in the questionnaire.

On the basis of the above views given by the authorities of the institution the investigator has no way out except to drop the institution from carrying out the investigation.

Thus it is seen in this chapter the role of education in meeting the changing needs of the society and make the individual self-conscious and become a true citizen. And in this regard what the government did since independence for the educational development in India. How the programme of orientation of school teacher towards Community Development has come out. The need and importance of the problem, its objectives and limitations are sufficiently dealt.

Since this investigation is on the working of C.D.P. in the Elementary Teacher Training Institutions of Delhi the researcher had reviewed the works', researches in this area, and after reviewing the filed of school community relations came to the

conclusion to take up the investigation in hand. As such a review of some worthwhile researches made in this direction in our country and in other developed countries are given in the next chapter to make out the case of the problem for investigation.

CHAPTER II

Review of the Related Literature

It was seen in the preceding chapter as how was felt necessary to orient Teacher Educators for Community Development Programme in Elementary Teacher Educational Institutions. In this chapter, a review of the working of community schools in some progressive countries and in India is given with a view to present an idea of some good experiments which have been conducted so far to make an improvement in the community development programme in educational institutions. Two experiments made in this area in social camps have also been reviewed. Besides these experiments two research reports of investigations conducted in the area of community Development Programme or in Community Education in Elementary Teacher Education Institutions in Andhra have been reviewed.

(a) Community Schools Abroad:

(1) Philippines

The countries which have launched the progress of community schools and made good progress by making the school community relation closer and connected themselves with the mutual co-operation. Philippines Community Schools movement stands first. Officially the Community School Programme launched in

Philippine in 1949 with the object "Education for the improvement of Community Wing". Later the theme was "Education in rural areas for better wing." Thus the community school under-took the task of educating children, youth, and adults more effectively through participation in the study and the selection of co community problems.[1] Within a short time the movement took definite shape and become almost national in character.

The Philippine Herald[2] defines the community centred schools as "an elementary or secondary school which is so organised in terms of the curriculum teacher training, equipment techniques that it first services the entire local community and second discovers, develops, and uses every physical and human resources of the community.

The Community School at work.

The experiments in Community School principles in the town of Santa Barbara and three barrio of Tina in Iloilo - province are deserved worth mentioning as they made history, gave guidance, and inspiration for the people with the educational work. For reference the Experiment in Santa Barbara High School is given below:

1. Report of the Mission to the Philippines UNESCO, Paris. 1949 P 36
2. Sunday Feature Editorial, The Philippines Herald, January 10, 1954

I. <u>The Experiment in Santa Barbara High School</u>

(a)

(A) <u>Background</u>:- A survey of the community revealed the need for the popularization of the sanitary toilet and the promotion of sanitation, food production, home beautification and literacy.

(B) <u>Plan Adopted</u>:- The School programme was readjusted so as to provide a longer contingenion period for home economics and vocational courses in one session and continuous work in academic courses in another session.

(C) <u>Objectives</u>:-

(i) To develop in students proper attitudes towards work.

(ii) To enable students to earn money through Vocational and home economics projects in the school and in the home.

(iii) To bring about greater carry-over of school activities and attitudes to the homes.

(D) <u>Some distinguishing features.</u>

(a) <u>Horticulture</u>

(i) Each student was given a plot of

not less than 20 square meters on the school grounds to cultivate, irrespective of th coure he was taking.

(2) Each student was required to undertake and maintain a home project related to the course he was taking.

(3) In order to facilitate follow-up work, the whole community was divided into zones, each having a demonstration centre where mass meetings and demonstrations could be occasionally held.

(4) Co-operation was extended by officials of the Provincial Nursery and Bureau of Animal Industry.

(5) When conditions warranted and the nature of work so demanded, students, instead of reporting for school work, stayed at home and devoted their time to their home projects. Proper check-up was done by teachers.

(b) <u>Wood Working</u>

People were encouraged to have their furniture repaired in the school shop. Apprised of the lack of tools, people donated some tools to the school.

(c) Home Economics

To give students much time to accomplish home projects, they were given two days during the school week to do their home economics work at home.

(d) Academic

To determine whether the readjusted programme affected the academic achievement of the students, an achievement test was given to the school and to four others of about the same school population. The fact that the Santa Barbara School obtained second place in this test showed that academic work did not suffer from the new arrangement.

(e) Literacy

(1) Formal adult education classes were conducted by fourth year students.

(2) Most students preferred to follow the "each one teacher one" method of Dr. F.C. Laubach

(3) Results

(a) The scheme provided a solution to the problem of programme - making

and accommodation.

(b) It has developed greater initiative and resourcefulness in students and enabled them to earn moneys.

(c) The parents have learned to cooperate with the school in checking up on the work of students and in enabling the work in school to carry over to the homes.

(d) The programme has elevated labour in the regard of both parents and students.

(e) Community health and sanitation have improved.

(f) As wholesome and useful hobbies were developed, juvenile deliquency appeared on the wane.

(2) <u>Latin America</u>

In Latin America many community schools have been successfully established in isolated Amerindian communities. The teachers in these schools, have beencarefully trained to work with adults and children as practical teachers of agriculture, health and home improvement.

" The rural teacher must be a sanitarian, an agriculturist, a handyman with tools, must understand the nutritive. Value of local food stuffs and be acquainted with local resources and must have a good bit of the social service worker about him."[3]

The teachers helps the people in many ways, educating them in agriculture, sanitation, cooking and in handicrafts. In turn the people help the school in digging a well, ploughing the school and for making it useful school garden etc. and constructing school building white washing, producing furniture and other accommodation, and finally sending their children to school regularly.

(3) Virginia:

In Virginia the teacher also ran the title store which served the entire community and furnished a meeting place on "Sat'd'y-ev'nine". Where every saturday even one used to come to buy supplies exchange news or just so. There were few cash transactions at those times. A live hen or duck or a basket of eggs or a few pounds of walnut meats were handed over the counter in exchange for the inevitable can of

Kerosene and whatever other store supplies were essential to meagre existence.

Taking this opportunity the school teacher and community Development authorities try to make the school into a Community centre - Later on the planned music programme in the school which have attracted the people made the school into a community centre, the people began to donate the school musical instruments, and planned for the Extension of school building and contributed a lot for the school improvement programme.

Summer workshops at university level where a school teacher, a school principal and the welfare superintendents, organised and demonstrated recreation programmes; and best mobile services, etc. This initiated both the teachers and people to work in co-ordination and try to eradicate illiteracy and ignoring away the people.

4) America

Olsen and his collaborators in America present in a graphic form the transition from the old academic school to the progressive and community schools. The traditional school where the relation to the community was ignored. The progressive school was an improvement over the traditional school where the community resources

were utilised incidentally. The modern community school is life-centred. In this type the education is designed to prepare individuals for all types of life recreations. It gives pupils task-responsibilities which not only and comprehension but improve control, the social process are the basis of curriculum pattern, the learning values of both immediate and deferred, the community is served systematically and the techniques of recasting the school to the community include documentary materials, audio-visual aids, resource visitors, interviews, field trips, surveys, service projects and work-experience etc.

5) Northern Rodesian Community Service Camps

These camps were organised to meet this need of self-desciplina, self-relieve, self-respect and respect for other people and develop their community in an enjoyable and useful way and at the same time to enable the boys to get to know something of the country side, not only for its natural life but to study the people, their way of life, their problems and most important of all the interdependence of town and country.[4]

4. [illegible] Department of African Education Annual [illegible] 1955.

The camps flourished from the start, and they were so demonstrably successful in their major aim of character training that camps are still organised every year for boys for a period of 4 to 10 weeks.

A camp may take as few as sixty and as many as 300 boys. The boys are organised in groups, each with several teachers and each group competes with other groups in making its own pole and grass shelter and other living accommodations. In the daily programme of work and play, "the mornings are usually spent on the practical work projects and the afternoons and evenings on scouting, games and competitions, first aid, physical training and camp-fire concerts and discussions, and so on, all with character training on the main theme.

The projects are carefully chosen. The long list of work projects undertaken so far includes the construction of buildings for school for the blind, for a colony for tuberculotic Africans, for schools of various types, including a community development training centre, building of rural roads, bridges, fish dams, anti-erosion contour ridges, water furrows, and small i rigation and water conservation

schemes. They also help to prepare the shelter and pens for agricultural shows. They have conducted mass literacy campaign for the villagers living near their camps, they have found old homeless women and built houses for them. The boys build their own camps, using local materials and run them themselves. They establish their own cooperative lunk-shops and organise their own recreational and sporting activities.

In this way the programme of school community relations is developed. The people of the country should feel that it is their programme and not a programme thrust upon them; that the school is their school, and that it exists to serve the purposes, rather than the purposes of Govt. or some other external agency. Thus the school become effective as a potential means of country education or in other words an educational school.

(b) <u>Community School in India</u>

Since long back the Indian school was an integral part of the community. In ancient India teachers were called'Guru' and teaching was taking place in their Ashramas. Then he was having intimate touch not only with the students but also the village community as a whole. The villagers were always respectful of him and looked his auster needs

and close relation between teacher and the community was established.

Under the foreign rule the school came more and more under the control of the Government. It lost its intimacy with the villagers. It became isolated. Education became bookish and introduction of foreign language education farther removed from the needs of the community. In such desperated conditions Gandhiji was among the first to revolt against the British system of education. He gave a new lead in an effort to impart reality to our education. He enunciated the programme of Nai-Talim education through activity. This Basic School became the Indian form of community school. Its central idea is that all education specially primary education should be centred round a basic craft and the physical and social environment of the child. It is realised and accepted by all "that ultimate objective of Basic Education is not only a balanced and integrated personality but also a whole some and harmonious society. In the development of such a society, the school becomes an instrument of social and economic change and the teachers and bigger pupils play a large and effective part in the programme of

social and economic welfare"[5]

The following institutions are preferred to note below as they have tried to link the school with the community from the beginning.

1. SEVAGRAM

This is situated in Wardha District in Maharashtra State. Gandhiji when realised about the Ashram, integrating with the hinterland, so that there will be reciprocal traffic in men, minds, material. This is the first pioneering programme of community development in India.

He knew agriculture and animal husbandy were the basis of life in the village. Hence the established intensive agriculture and animal husbandy including cattle breeding in the Ashram. The fullest use was made of local minerals resources including human and animal waste as a demonstration.

The basic system of school was introduced for the education for children and adults alike. Children were to learn through work, acquire skill and dignity for work with the hand. The school was to be the community centre for the village radiating knowledge in higher techniques, inspiration and pattern for social behaviour, wider knowledge of

5. This quotation is from P.90. The training of

the world and providing recreation of the mind through cultural programmes. Bapu attempted to solve the problem of untouchability and self-sufficiency, self-reliance in food, cloth and shelter and self-control among the students in Ashram through the crafts spinning and weaving and other family crafts like cottage industries etc.

2) SRINIKETAN (VISWA BHARATI)

When Gandhiji was so engaged at Sevagram, a strange coincidence worked in a different part of India. This was Shanthiniketan, the Univeriety of Dr. Tabinra Nath Tagore. Although through a different approach Dr. Tagore nevertheless arrived at the realisation that the regeneration of India would have no meaning unless it was tackled from the roots. The roots of India lay in her villages. Revival meant nourishment of the roots first. Thus was born the rural reconstruction experiment at Srinikotan. An English man with an outstanding mind Dr. Elmhirst by name joined Dr. Tagore as his chief associate.

Tagore was convinced that a new kind of schooling for village children was essential, but that it must be based on the rich experience already gained. He named the community school "[illegible]"

At school they carried out a variety of duties, indormitory, kitchen garden, poultry-run and dairy. They learned games, songs and plays, carpentary and some other craft and their sums and writing were focussed on their daily experience. Out of this training Tagore's idea developed, that education is the basis to the needs of any child in rural society. His aim was to help the students to attain complete manhood in all its various aspects.

3) Sri Rama Krishna Mission Vidyalaya Poolamavakannalam (Coimbatore)

This is situated in Coimbatore District, Madras State at the foot of Nilgiri Hills. T.U. Avinashlingathchetiyar one of the disciple of Gandhiji established this Mission in 1934. In the galaxy of educational institutions he has founded a nourished in the Ashram around the twin personalities of Sri Rama Krishana and Mahatma Gandhi.

The aim of the Mission is to give proper training to the teachers who are undergoing training in various facilities such as Pre-Basic, Basic, Post-Basic, Rural Institute, Teachers' college to teachers as well as conducting classes to children.

This Vidyalaya follows all the teachings and ideals of Sri Ramakrishna and Gandhi and Sarvodaya

Siddantha. The whole population of the Vidyalaya from early morning to night are busy in all sorts of their engagements like spinning, weaving, tailoring, machine tools making, clearning projects, cottage industries, agriculture activities, prayers, Bhajans and many other social and cultural activities. Thus the Vidyalay is busy in developing the balanced personality of an individual through intelligent and active participation in all activities of life and making it unto a community centre

One of the significant day among many other days the Vidyalaya celebrates is the Bhagwan Sri Rama Krishna's Birthday which is a living example of making the school into a community centre. Many people throughout the District and State gather to observe the celebration and enjoy participating in Bhajans, preachings etc. Thus the Vidyalaya is an outstanding example in South as a community centre through its various multifarious programmes related to community.

4) <u>Sandhiramni.-</u>

This is also one of the pioneering

institution which is established by G. Ramachandran another desciple of Gandhiji, in South in 1947. Gandhiram is situated in Madhuria District, Madras State in between Kodaikanal and Shirumala mountains. Here also we find many institution catering to the needy children on the basis of Gandhian philosophy. From pre-basic to Rural institute the training for children as well as teachers is imparted.

The Ashryam follows all the ideals of Gandhiji and Sarvodya method. The pupils and teachers are all the day busy in activities like spinning, weaving, tailoring, cleaning, cottage industries, agriculture activities, prayers, Bhajans and other social and cutlural activities. Thus the whole ashram is trying to develop an integrated personality of an individual by attaining self-sufficiency, self-reliance, and self control.

There are many other Ashrams and schools and colleges like, Vedaranyam Gandhinikethan, Jamia Milia Islamia etc. which are also trying to bring school and community closer.

5) <u>Kashmir Labour Works</u>

This is an significant experiment in the direction of making the school community relations

closer and beneficial. The intention of the week was to give a new orientation to the State schools "particularly in the direction of inculcating a sense of dignity of labour and cultivating the capacity to work together for constructive and socially worthy cause." 6

During the week, students throughout the State cleaned and improved both their own school and the local village or town. They white washed their school buildings, cleared stones, glass and other rubbish from the lanes and streets; cleaned springs and ponds, filled in holes, improved drains, constructed latrines, reading rooms and other buildings and dug-water channels. They also offered to teach illiterate adults to write their names, carried placards, held meetings and performed songs and music to persuade people to join adult education centres, aid social service work in hospitals and organised first aid centres.

In this week, it is reported that the students have enjoyed a lot, the teachers and students came into a new companionship of shared service that

6. Sayyidian K.H. "An Experiment in Social Education Labour week in Kashmir schools Fundamental Education of quarterly Bulletin II, 3, pp. 9-11.

it brought them both into a close and friendly relationship with the local community. In many cases, the parents caught up by the movement, joined their children in the work of school repairs and decorations or of cleaning up the town or the village.

Thus the Labour Week Programme succeeded as the organised first thought carefully about the difficulties they were likely to meet, and how they could overcome them. In fact it was a planned programme with its aims and objectives and expected results.

Even though the Basic Education is accepted as National Pattern of Elementary Education and Basic School as part of India's National Development Plan and as an integral part of India's national policy, the Government of India faced many problems and difficulties implementing its Basic School Programme due to many reasons, which has given a way for this orientation programme of orienting village teachers towards, the community Development Programme to make the school a Community Centre and serve the country first developmental

It is seen in the forgoing pages that how the community school idea comes into existence and how the community schools programmes are working in

our country and abroad. Now it is to be worth considering to know what researches have been taken place to assess the programme of orientation in C.D.P. in our country and speedily in Delhi with special reference to other activities.

c) Past Researches & Reports

As the programme of C.D.P. itself came into existence out of the First Five Year Plan from 2.10.1952 and the orientation programme is started from May 1961 for Elementary School teachers and Teacher Educators, it seems that no assessment is made in this direction except some of the reports of Ministry of C.D. and C-operation and one Survey report of the researcher is found for reference.

One of the workshop held at Rajpur, Udaipur and Mysore to review the Training Programme of various categories organised by Ministry of Community Development and Co-operation 1964 discussed various problems of Teacher Educators.

Orientation course and recommended that the duration of the Seminar for Principals should be increased to 6 days as the present duration of 3 days tended to be too short. No change was found necessary in the direction of the course for Teacher Educators.

It was also recommended that for further utilisation of the capacity for the Teacher Educators's courses, the S.T.T.C.'s to make it a point to secure the good offices of Development Commissioners/Agricultural Production Commissioners to persuade Directors of Public Instruction in the States to take the necessary steps, to ensure better attendance. For the impact of the training to be felt fully, it was also considered necessary that the subject of Community Development be introduced early in the syllabi of Teacher Training Institutions, where it is not done already, and that the trained teacher educators should stay at their positions untransferred for at least three years after the training." 7

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7. Report Regional workshops held at Rajpur, Udaipur and Mysore to review the Training Programme of O & S Cs, TO & S Cs SEOTCs and MSTCs. Ministry of Community Development and Co-operation 1964.

A Survey Report of the researcher in Telanga Area of Andhra Pradesh[3] reveals that the strength of the oriented teachers varies from school to school and they do not have the prescribed number of oriented teachers on their staff. Some of the schools are having no oriented staff number even if they have they are transferred elsewhere. Regarding the integration of C.D.P. syllabus, no school is following it as it neither included in the syllabus nor confirmed by the State Government. As for the facilities provided by the Government it is revealed that many schools are not in receipt of the same. In the same way the utilisation of the same are also found to be not satisfactory. In spite of having meagre facilities. Some of the training schools have undertaken certain community activities in relation to literacy activities celebration of functions, festivals and other recreational activities, etc. In this connection the training schools have expressed certain difficulties with regard to the finances, co-operation from different agencies, incorporation of C.D.P. syllabus in the regular training

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3. Damodar B. M.A., M.Ed. An unpublished M.Ed. Dissertation 1984. "A Survey of the contribution of training schools in Telangana area for the successful Implementation of the Community Development Programme in Coordination with the Development Agencies."

course, etc. In the light of these difficulties they have also putforth their requirements. These pertain to timely release of the budget for the purpose, the oriented teachers to be retained in the training schools, and enlistment of better cooperation from the developmental agencies and definite instructions from the State Government with regard to the implementation and the incorporation of the C.D.P. syllabus, etc.

Another survey[9] which is recently conducted in Andhra Pradesh revealed that the idea of making the school as a community centre and improving the parent teacher relations has been accepted and worked out, though unsuccessfully, a majority of the schools. The difficulties exist on both sides. A hope was expressed that with the help of extension services which are recently started in three institutions, under the guidance of the Department of Basic Education of the National Institute of Education, Delhi to do some work for the improvement of surroundings schools, etc.

Thus the above surveys revealed that

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9. Dr. Subba Rao C.S. "A critical investigation into the practice of Basic Education in Andhra Pradesh" 1966.

so much has to be improved in this aspect and gave scope for further researches in this filed.

In the next Chapter the plan of work to attack upon the problem ~~deficiency~~ according to the nature of data received, will be presented.

CHAPTER III

PLAN OF WORK

In the foregoing chapters the development of the problem, its importance, scope, purpose and justification for taking it for investigation have been discussed sufficiently. The present chapter deals as to how the investigation was carried out. A detailed plan of work which was employed during the course of investigation is being discussed.

(a) Procedure and Method of Investigation

As it was an investigation into the working of Community Development Programme in Elementary Teacher Training Institutions of Delhi, the Survey method was adopted for the collection of data.

(b) Population and the Sample

For this investigation all the Principals, Teacher Educators and the Senior Trainees,[1] of Elementary Teacher Training Institutions of

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1. Teacher Trainees of Final Year Class of Two years course of Elementary Teacher Education in Delhi.

Delhi formed the population. As the number of Principals and Teacher Educators working in the institutions was not great, the questionnaires were distributed to all the members and no sampling was considered necessary. Incase of senior Trainees the sampling was done due to a large number of them. As it was more than hundred in each institution the random sampling technique was used in distributing the questionnaires in each institution. A complete list of the Senior Trainees was taken from the institutions and every third name was ticked. The questionnaires were then distributed only to these Trainees.

(c) <u>Techniques Used.</u>

Keeping in view of the nature of the investigation and the method adopted to conduct it, the following two techniques were applied for the purpose of collecting the relevant data.

1. Questionnaire
2. Interview

(d) <u>The Questionnaire:</u>

The questionnaire was well planned, properly worded, systematically classified, neatly and clearly cyclostyled on a good paper after a try out sufficient space is given for the response and request is made to use separate sheets, if necessary.

Questions are given with a choice of following items:

a. Check list with multiple choice

b. Check list with five point scale

c. Objective questions

d. Openhand questions.

The questionnaire which contains thirteen pages, twenty questions, has been classified into the following eight parts.

<u>A: Part:- (Q.No.1 to 11)</u>

Contains the general information regarding institutions' staff trainees, oriented staff, facilities provided for the C.D.P. and the time allotted for the theory and practice of the C.D. Programme.

<u>B: Part:- (Q.No.12)</u>

Contains the objectives of teaching the C.D.P.

C1 Part:- (Q.No.13)

Contains the theory of the Community Development Programme

D1 Part:- (Q.No.14)

Contains the practical aspect of the Community Development Programme.

E1 Part:- (Q.No.15 and 16

Contains the evaluation aspect on theory and practice of Community Development Programme.

F1 Part:- (Q.No.17)

Contains the co-operation and measures taken by Developmental Agencies.

G1 Part:- (Q.No.18)

Contains the general difficulties felt by respondents in implementing the Community Development Programme.

H1 Part:- (Q.No.19 and 20)

Contains the facilities required for the betterment of Community Development Programme and suggestions for the improvement.

Note:-

Part "A" contains 11 question(1 to 11) pertaining to the general information of the school is

only meant for the Head of the institutions.

Part "B", "C", "D" contains 3 questions (12to14) pertaining to the objectives, theory as well as practical aspect of C.D.P. is meant for principals, Teacher Educators and the Trainees.

Part E, F, G, H contains six questions(15to20) pertaining to the evaluation, procedure of theory and practice cooperation of developmental agencies, general difficulties implementing the programme, facilities required for the better working of C.D.P. and suggestions for the improvement is meant for principals and Teacher Educators only. Therefore the analysis will be made accordingly.

(c) Administering the Questionnaire :

Since the study was of local institutions the investigator personally distributed the questionnaire to the Principals, Teacher Educators and the Trainees of the following institutions. With the questionnaire there was a letter of request from the side of the investigator in which it was clearly mentioned that the Questionnaire is to be returned back duly filled

in within a week time of its receipt to them. There in the letter the respondents were assured that their response will be kept secret and will be used only in the research work. Besides this a letter of introduction of the Head of the Department of Teacher Education (N.C.E.T.) where the investigator is undergoing the Diploma Course was also enclosed. The assurances given to the respondents helped a lot to the investigator in receiving the right responses from the Teacher Educators and Trainees.

1. Teacher Training Institute for men Alipur.
2. Teacher Training Institute for women, Daryaganj.

A detail of the questionnaires distributed to the respondents is as follows:-

6: Questionnaires to the Teacher Educators of Alipur.

6: Questionnaires to the Teacher Educators of Daryaganj.

40: Senior Trainees of Alipur

40: Senior Trainees of Daryaganj.

Note:- As the Trainees of first year were not expected to respond the questionnaire due to introduction of theory subject of the

Community Development in the final year according to the note in the T.T. Is prescribed syllabus[2], only the Trainees of the final class were taken for the investigation.

(f) Returns

The returns received back duly filled in by the investigator after making repeated personal requests to the respondents are presented below in a table.

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2. Prospectus and courses of study for Junior Basic Teachers Training, Delhi. Directorate of Education, Delhi Administration p. 16.

TABLE 1

RETURNS

S.No.	[illegible] the school	Principals sent	Principals recd.	%	Tr. Educators sent	Tr. Educators recd.	%	Trainees sent	Trainees recd.	%
1.	T.T.I. Alipur	1	1	100	6	4	66	40	40	100
2.	T.T.I. Dayaganj	1	1	100	6	Nil	Zero	40	40	100
	Total	2	2		12	4		80	80	

As evident from the table given above the Principals and Trainees of both the institutions co-operated with the investigator in toto. In case of Teacher Educators the returns were 66% from one institution which is quite encouraging. But in the case of other institution the response was nil. On an interview with the Teacher Educators of the institution the investigator could know that nobody of them was oriented in the Community Development Programme. Hence it was of no use to fill in the questionnaire according to their own. Therefore the investigator could not succeed to get returns from the Teacher Educators of this Institution.

(g) Treatment - the Data:

After collection the returns were tabulated on separate sheets according to the categories given in the

questionnaires. After tabulation the data were transferred into tables which were prepared by the investigator keeping in view the objectives of the study in a way an attempt was made to present the data in tables in such a way so that a comparative analysis of the working of C.D.P. may be made. For the sake of drawing conclusions the data were interpreted on the basis of frequency of responses and percentages.

The investigator applied the rho formula of rank correlation with a view to see whether the objectives of C.D.P. given by student-teachers of both the institutions had any correlation. If yes upto what extent. The interpretation of Table N.o.7 is based on the application of this statistical measure. Owing to the limitations of the time at the disposal of the investigator it was not possible to apply statistical measure to draw the conclusions. Hence the findings of all the other points are based only on percentages.

In this way, the research study was conducted and reported. The next chapter will present an analysis and interpretation of informatory data; with a view to give a real picture of both the institutions in which the investigation was conducted

PART TWO

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

Analysis and Interpretation of Data

(a) Informatory Data:

As evident from the returns, the two institutions in which the investigation was carried on, are situated in two different localities. One in rural and the other in urban area. The institution which is in urban area was established quite earlier than the other one in rural area. The same syllabus is in force in both the institutions and the governing agency is also one, which is Delhi Administration. The duration of the training course, in both the institutions is of two years according to syllabus. The difference between the two is that one which is located in urban area offers the course only for female teacher trainees and the other one which is in rural area offers the courses for male teacher trainees.

(b) Staff Position and Teacher Pupil Ratio

As evident from the table given below, the admission capacity of the School "A" is lesser in comparison with School "B". But the strength of the teaching staff in the School "A" is more than School "B".

Note: School "A" represents for the institution situated in rural area and only female Teacher Trainees.

School "B" indicates the institution which is located in urban area and is for women teacher Trainees.

It is due to the fact that School "B" attached with the higher secondary school and therefore some staff of the Higher Secondary School also teach the trainees. As regards qualifications of the staff are concerned, school "A" is richer in comparison with school "B".

TABLE 8

Staff Position Teacher Pupil Ratio

Institution	No. of staff member	Qualifications of the Staff: Trained post-graduate	Trained graduates	Others	Strength of Trainees	Teacher pupil ratio	Ov nt st i G.S
A	14	6	-	8	279	1:20	1
B	12	-	6	6	314	1:26	Hi

Teacher Pupil Ratio

According to the table given above the teacher pupil ratio in school-A is lesser by six in comparison with the Teacher pupil ratio in schoo-"B".

(e) Position of the Oriented Staff in C.D.P.

As clear in the table, only school-A has one teacher oriented in community Development

Programme. School-B has no C.D.P. oriented teacher. On an interview with the head of the School-B, the Principal indicated that as on the staff mostly the Teacher Educators are females, so none could come forward to offer oneself for this training in spite of repeated requests and persuations. However, it is hopeful that some staff members will be agreeable to be sent to the training course in the coming session keeping in view the increasing importance of C.D.P. in the new set-up of Elementary Teacher Education.

(d) <u>Facilities Provided for C.D.P.</u>

To implement any programme in the school, the success depends mostly on the facilities which the school possesses. As such the facilities which are provided by the Govt. to the institution for the implementation of C.D.P. has an effect on the working of the programme.

The table given below reveals the provision of facilities in the schools.

TABLE-3

Facilities Provided

Items	School A	School B
a. Teachers are oriented in C.D.P.	1	x
b. C.D.P. syllabus is suggested	1	1
c. C.D.P. Literature supplied	1	1
d. Hand Books and guide books are provided to teachers	1	1
e. List of C.D.P. books and money to purchase for the same.	x	x
f. Money given for field work programme	x	x

The table indicates that School "A" is having four items, the school "B" three items only. And no school has received money to purchase the C.D. literature and for the field work programme, which is highly essential on an interview reflected their opinion to the investigator that it is the reflection of the Government's attitude giving importance to the Community Development Programme. Only one institution has only one teacher oriented in

C.D.P. The other institution "B" has no oriented teacher. As the success of the programme depends mostly upon the knowledge and orientation of the teachers in C.D.P., the investigator is of the opinion that more and more attention is to be paid in this direction by the Head of the Institution and proper incentives may be given to the teacher educators to offer themselves for the most important training.

Merely supplying some published literature issued by the Ministry of Community Development may not be a source of inspiration to the teacher educators to give proper attention to this most important programme which requires immediate attention of the authorities to bring the school in closer contact with the local community and to enrich the level of aspirations of local community.[1]

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1. On the basis of the informal interviews held by the investigator with the Principals and staff of the both institution at different times during the course of investigation.

(c) Time Allotted for the Programme

As Community Development is introduced in the syllabus as a subject, it should have proper place in the school time-table for teaching theory classes as well as organising practical programmes.

It is evident from the table given below that both the institutions have provided equal time i.e. 3 periods per week for teaching C.D.P. in theory. For its practical aspect only School-B has mentioned that 3 periods weekly have been given in the time-table. As regards School-A there is no mention of periods for practical aspect of the programme.

Table4

Time Allotted for the Subject
Per Week.

School	Subject	1st year	2nd year
A	Theory	3 periods	2 periods
	Practice	*	*
B	Theory	3 periods	3 periods
	Practice	3 periods	3 periods

However, on an interview with the teacher incharge of C.D.P. the investigator came to know

that no fixed periods they have for practical programmes under Community Development Programme scheme. Whenever need arises the required time is given. On an enquiry with some students the investigator could know that Community Development Programme is taught only in theory and no practical programme work held during the whole session.

In this way the school A and B were working with their own buildings and staff in rural and urban areas respectively. The Community Development Programme was also conducted according to the time schedule provided in the school time-table, but no rigidity was followed and the programmes were conducted according to the convenience of the Teacher Educator and Trainees.

In the next Chapter the working condition of the C.D.P. will be analysed in detail on the basis of the data received from both the schools.

CHAPTER-V

Analysis and Interpretation

To know the actual position of the working of any scheme it is essential that the view of the respondents should be presented on objectives, theory and implementation of theory into practice, so that it may be known that upto what extent the actual field workers are aware of the purpose of the Scheme; and how much the scheme has been discussed in theory and upto what extent the theory has been implemented into practice. Also it is important to know that the various groups of respondents on the basis of their positions, sex, situation of the school (Rural and Urban) differ or agree on the objectives of the scheme and according to them what is the order of importance of each objective. In teaching the subject in theory, whether the respondents of each institution agree or differ with each other is important to know. In the same way the agreement and disagreement of various groups of respondents (institutionwise) is essential to know about the implementation of theory into practice.

Keeping in view of the above mentioned considerations, the data with regards to objectives, theory and practice are analysed and presented in

this Chapter, with a view to draw valuable inferences on the basis of the discussion and interpretation made from various possible angles.

First of all a discussion on the objectives on the basis of the data is given. Then the teaching position of theory in both the institutions will be discussed. In the end the practical aspect of the scheme will be presented. The order of discussion is in accordance with the order of the Questionnaire wherever the picture was not clear to the investigator on the basis of returns of the Questionnaire, the respective respondents were consulted personally on the spot with a view to know the real thing; so that an objective picture may be possible to present in this investigation.

OBJECTIVES OF COMMUNITY DEVELOPMENT PROGRAMME

TABLE-5

Objectives of Teaching C.D.P. according to all field workers.

S.No.	Objectives	Responses	%	Rank
1	a	70	81	8
2	b	86	100	1
3	c	70	81	9
4	d	55	64	14
5	e	71	82	6
6	f	66	76	11
7	g	75	99	4
8	h	84	93	3
9	i	86	100	1
10	j	66	76	12
11	k	86	100	1
12	l	69	80	10
13	m	71	82	7
14	n	55	64	14
15	o	65	75	13

As evident from the table given above all the objectives given in the Questionnaire were considered as important by all the field workers, because the range between the highest and lowest percentages of frequencies lies within 84 to 100. However, the difference is only in the extent of their importance. The order of objectives according to their degree of importance as viewed by all the field workers may be as follows:

	Objective	Range of percentage	Scale
1-(b)	To encourage the teacher trainees to get themselves acquainted with the C.D. Organisation in different levels.	100	Most Importa
2-(i)	To organise the Community Programme and make the School a Community Centre	100	Most Importa
3-(k)	To train the teacher trainees to play the role of Leadership in Community life.	100	Most Importa
1-(g)	To make the trainees feel that they have to play an important role for the development of community in this programme.	91-099	Very Very Imp.
2-(h)	To give the trainees guidance as how to have better relations between school and community.	"	"

	Objective	Range of percentage	Scale
1-(e)	To get an opportunity to be in touch with the officials and village leaders with a view to know their co-operation in C.D.P.	81-90	Very Important
2-(m)	To infuse in trainees the dignity of labour.	"	"
3-(a)	To make the trainees to understand what sorts of development is going on in the local community.	"	"
4-(c)	To promote the interdependence, and co-operation between the school and other agencies in the locality.		"
1-(l)	To give teacher trainees an background of local culture and to show them how it can efficiently used in community improvement work.	71to80	More Important
2-(f)	To give trainees practice in running various programmes catering to the development of the local community.	"	"
3-(j)	To train teacher trainees in a democratic and co-operative way of life.	"	"
4-(b)	To make the trainees feel the importance of the school for the betterment of social community in the C.D.P. into action.	"	"
1-(d)	To have practical experience of participating in the community uplift programme.	61to70	Important
2-(n)	To train the trainees as how to persuade local community people towards a programme of community life.	"	"

To know the extent of importance of the objectives of C.D.P. more clearly the opinions of all the field workers have been divided into five categories.

But as the data indicate principals, Teacher Educators and Trainees do not agree in the extent of importance of the objectives of C.D.P. except the three objectives 'b', 'i', 'k', which have been considered most important by all, as the percentage and rank given to them on the basis of the Principals, Teacher Educators Trainees, separately tallies in toto. But in the case of other objectives all the three catego ies do not agree with each other. Only in case of objectives 'f' and 'j' principals and Teacher Educators do agree and in case of objective 'g' Teacher Trainees and Teacher Educators agree. To show the agreement, disagreement of views of all the three categories the objectives are again presented in a Table.

TABLE-8

Discrimination of Objectives on the Basis of Position of the Field Workers.

S. No.	Objectives	Principals Res-ponses	Principals %	Principals Rank	Teacher Educ. Res-ponses	Teacher Educ. %	Teacher Educ. Rank	Trainees SO Res-ponses	Trainees SO %	Trainees SO Rank
1	a	1	50	7	4	100	1	65	81	8
2	b	2	100	1	4	100	1	90	100	1
3	c	2	100	1	3	75	13	65	81	8
4	d	1	50	7	4	100	1	50	62	14
5	e	1	50	7	4	100	1	66	82	6
6	f	2	100	1	4	100	1	60	75	11
7	g	1	50	7	4	100	1	80	100	1
8	h	1	50	7	3	75	13	90	100	1
9	i	2	100	1	4	100	1	90	100	1
10	j	2	100	1	4	100	1	60	75	11
11	k	2	100	1	4	100	1	90	100	1
12	l	1	50	7	3	75	13	65	81	8
13	m	1	50	7	4	100	1	66	82	6
14	n	1	50	7	4	100	1	50	62	14
15	o	1	50	7	4	100	1	60	75	11

As clear from the table given above objectives 'b', 'i', 'k' may again be considered as most important in view of Principals, Teacher Educators and Trainees separately. Hence all these three may be considered on top Rank. Objective 'f' and 'j' may be considered in Second Rank because principals and Teacher Educators who are more experienced and possess better understanding than teacher Trainees who are supposed to be beginners agree. After that objective 'g' may be considered in ranking order because teacher educators-Trainees agree. According to this approach, the ranks may be given only to six objectives i.e. 'b', 'i', 'k', 'f', 'j'-'g'. As regards to the other objectives no rank order can be fixed because no one agrees with the other in all the three categories.

<u>Inter-relation Interpretation of Objectives</u>

After discussing the importance to the objectives given by different categories of workers on the basis of their ranks schoolwise, a discussion is presented with a view to show whether the principals of both the Schools are agreeing with each other in giving the importance to the objectives if yes on which they agree or other wise. Similarly it is to be

seen whether and how far the trainees of both the institutions agree in giving importance to the objectives. As the teacher educators of School "A" did not give any response the similarity or disparity in views of teacher educators cannot be discussed.

As the number of responding trainees in both the schools is equal (40 each) it was considered worthwhile to work out correlation by rank method with a view to find out whether both the homogeneous groups do agree in giving importance to the objectives, if yes upto what extent.

To give a clear school-wise picture of the opinions given by all the three groups, as indicated above are given below in a table.

TABLE-2

Objectives as viewed by School AM

S. No.	Objectives	Principals School A No	Principals School A %	Principals School B No	Principals School B %	Teachers School A No	Teachers School A %	Teachers School B No	Teachers School B %	Trainees School A No	Trainees School A %	Trainees School B No	Trainees School B %	Rank A	Rank B	D	D^2
1	a	1	100	-	-	4	100	-	-	30	75	28	37	7	9	-1	1
2	b	1	"	1	100	4	100	-	-	40	100	40	100	1	1	0	0
3	c	1	"	1	100	3	75	-	-	30	75	35	37	7	8	-1	1
4	d	1	"	-	-	4	100	-	-	25	62	25	69	14	12	1	1
5	e	1	"	-	-	4	100	-	-	30	75	36	90	7	7	0	0
6	f	1	"	1	100	4	100	-	-	28	70	32	80	11	11	0	0
7	g	1	"	-	-	4	100	-	-	40	100	40	100	1	1	0	0
8	h	1	"	-	-	3	75	-	-	40	100	40	100	1	1	0	0
9	i	1	"	1	100	4	100	-	-	40	100	40	100	1	1	0	0
10	j	1	"	1	100	4	100	-	-	26	65	34	85	13	10	3	9
11	k	1	"	1	100	4	100	-	-	40	100	40	100	1	1	0	0
12	l	1	"	-	-	3	75	-	-	35	87	30	75	6	13	-7	49
13	m	1	"	-	-	4	100	-	-	29	70	30	85	11	6	5	25
14	n	1	"	-	-	4	100	-	-	25	62	25	69	14	12	1	1
15	o	1	"	-	-	4	100	-	-	30	75	30	75	7	12	5	25
																	111

Correlation of Trainees response

$$r(rho) = 1 - \frac{6\,D^2}{N(N^2-1)} = 1 - \frac{6 \times 111}{15(225-1)}$$

$$= 1 - \frac{666}{3360} = 1 - \frac{1}{5} = \frac{4}{5} = 0.8$$ Positive Substantial High correlation

First of all, we take into consideration the views given by both the principals on objectives. In case of objective 'b', 'e', 'f', 'i', 'j', 'k' both of them agree, while in case of others they differ. It means that only six objectives are most important in the opinion of both the principals.

According to the trainees of school A & B objective 'b', 'g', 'h', 'i', 'k' are most important as both the groups have given their opinion in full i.e. 100%. Inspite of other objectives through they differ yet the difference is quite insignificant.

On the whole both the homogeneous groups of trainees have given the same importance to all the 15 objectives because, the correlation calculated by (rho e) method is 0.90 which is positive and substantial high correlation.

(1) <u>Teaching Position of Theory of Community Development Programme.</u>

The success or failure of any programme depends upon the knowledge and understanding which the workers who participate in the programme possess. Also the objectives which are determined before launching the programme act as guide lines, hence contribute to the success or failure of the programme. Keeping in view the above consideration the objectives of Community Development in Elementary Teacher Training Institutions

have been discussed and highlighted in the first part of this chapter. Now the question arises as how to achieve these objectives. Without the knowledge and understanding of the theory the purpose may not be achieved in a better way. Hence the teaching of theory is considered essential, and has been made a part of the syllabus.

The investigator has therefore considered it essential to find out whether or note what extent the theory portion has been taught and followed by teacher trainees. An analysis of the responses received from the Principals, Teacher Educators and Trainees from the School A and B is presented below, so that the actual position of teaching theory may be known. As teacher Educators from school B have not given the response, the interpretation in case of that school will be made only on the basis of the responses received from principals and trainees.

I. Concept and Organisation of <u>Community Development Programme.</u>

The following table reveals the teaching position of the theory in the areas Concept and Philosophy of Community Development and its Organisations at the Centre, State, District and Block levels.

TABLE-9

CONCEPT AND ORGANISATION OF C.D.P.

Area	Item	School A - 45 Principal 1		T.Edrs. 4		Trainees 40		School B-41 Principal 1		T.Edr. Nil		Trai 40	
		Resp.	%	Resp	%	Resp.	%	Resp.	%	Res.	%	Resp	
I) Concept and Philosophy of C.D.P.	a	1	100	4	100	35	87	1	100	-	-	40	1
	b	1	"	4	"	35	87	-	-	-	-	36	1
	c	1	"	"	"	30	75	-	-	-	-	20	1
	d	1	"	"	"	25	62	-	-	-	-	25	1
	e	1	"	"	"	20	50	1	100	-	-	30	1
	f	1	"	"	"	15	37	-	-	-	-	10	1
II) C.D. Organisation at the Centre, State, District & Block Levels.	a	1	100	4	100	35	87	1	100	-	-	40	1
	b	1	"	4	"	35	87	1	100	-	-	36	1
	c	1	"	4	"	32	80	-	-	-	-	28	1
	d	1	"	4	"	35	87	1	100	-	-	35	1
	e	1	"	4	"	30	75	1	100	-	-	35	

(a) Concept and Philosophy

As regards to the teaching of topics under first area the Concept and Philosophy

of Community Development Programme, the Principals and Teacher Educators of School A are in agreement in toto that all the following topics have been taught to the trainees.

a) Community Development and its Origin

b) Objectives & Methods etc.

c) Rural Life

d) Social Education

e) Need and importance of C.D.P. and the role of the School in the Programme.

f) Values underlying C.D.P.

But the responses received from the trainees indicate that out of them 87% in case of teaching of topic a and b; 75% in case of teaching topic c; 63% in case of teaching d; 30% in case of teaching of topic e; and only 37% in case of teaching topic f, agree with the views of the principal and Teacher Educators

From the analysis of responses presented above, it may be referred that trainees might have not attended the lectures or some of them might have present themselves only physically or their mental level was below the

average, hence they could not follow the contents of the lectures, while the topics a, b, c and d were taught or discussed in the class. But in case of topic e, f the inferences may be drawn quite differently. Because the percentage of agreeing students is either half or less than half. It indicates clearly that the topics were taught in such a way that most of the trainees could not follow the lectures or the topics e and f were taught when the attendance in the class was either half or less than half.

In case of School B as Teacher Mentors did not respond, the interpretation may be given only on the basis of the responses of the principals and the trainees. It is possible that actual picture may not come out because the principal was not teaching C.D.P. in theory to the students and the responses given by him in this section are based upon the information, he could collect through the various sources.

As clear from the table given above principal and teacher trainees agree in toto with regards to the teaching topic a in the area of concept and philosophy of C.D.P. While 75% trainees agree with

the principal in case of teaching topic e. In case of topic b, c, d and f the picture is quite strange. The principal indicates that these topics have not been taught at all in class, but in case of topic b, 91%; in case of topic d, 63%; in case of topic c, 70%; and in case of f, only 28% of trainees have stated that these topics have been taught to them in the class.

From the picture drawn above it may be inferred that the teacher concerned might have taught these topics in the class. The principal could not gather this information from the teacher concerned. It may also be said that topic c and f were taught by the teacher either in such way that hardly half or less than half trainees could follow lectures on the topics or these topics were discussed in the class while half or less than half trainees were present.

(b) Community Development Organisation at Centre, State, District and Block Level.

As regards to the teaching of topics under second area Community Development Organisation in School. A principal and teacher educators agree in full that the following topics have been taught to the trainees.

a) Ministry of Community Development and Co-operation at Centre,

b) Ministry of Community Development or Panchayath Raj at State level,

c) Zilla Parishad and its functions,

d) Panchayath Samithies or Block Developments and their activities,

e) Panchayath at village level.

As regards trainees are concerned 57% of them say that topic a, b and d have been taught to them whereas 80%, 78% indicate that topics c and e respectively have been taught to them. It means that more than 3/4 of the trainees agree with views of the principals and Teacher Educators about teaching of all the five topics under the area.

The percentage of non-agreeing trainees is ranging between 13 to 25 percent which may be due to two reasons. First some of them might not have attended the class when the topic was discussed. Many of them might have been attending the class but not following the content of the lectures on these topics, due to lack of interest or poor background.

In case of school B the trainees agree with the view of the principal in full in teaching

of topic a. In teaching of topics b, c and d; 91%, 87% and 82% respective trainees agree with the view of the principal. As more than 80% of trainees agree with the principal that these topics were taught in the class, it may be referred that the teaching of these topics was done in the class and most of the trainees could follow the same. But in case of teaching topic e the picture is quite different. The principal says that this topic was not taught to the trainees while 70% of the trainees responded that this topic was taught in the class. The information given by the principal may be different due to the fact that he might have not consulted the teacher concerned.

II. Different activities under the programme of machinery of co-ordination between the Development and other Departments at the State Level.

(a) Machinery of Co-ordination and Activities

TABLE-8

Area	Item	School A - 45 Principals 1		T. Educators 4		Trainees 40		School B-41 Principals 1		T. Edr. 4		Trainees 40	
		Resp	%	Resp	%	Resp	%	Resp	%	Re	%	Re	%
III (i) Machinery of Co-ordination	a	1	100	4	100	26	67	-	-	-	-	26	67
	b	1	"	4	"	12	30	-	-	-	-	12	30
	c	1	"	4	"	26	67	-	-	-	-	26	62
	d	1	"	4	"	30	75	1	100	-	-	20	50
	e	1	"	4	"	30	75	x	-	-	-	20	50
	f	1	"	4	"	30	75	x	-	-	-	12	30
	g	1	"	4	"	26	67	"	-	-	-	26	62
	h	1	"	4	"	20	75	x	-	-	-	20	50
(ii) Activities	a	1	100	4	100	24	60	-	-	-	-	26	65
	b	1	"	4	100	30	75	-	-	-	-	30	75
	c	1	"	4	"	26	67	-	-	-	-	26	67
	d	1	"	4	"	24	60	1	100	-	-	36	90
	e	1	"	4	"	18	45	-	-	-	-	12	30
	f	1	"	4	"	10	25	-	-	-	-	15	37
	g	1	"	4	"	15	37	-	-	-	-	15	37
	h	1	"	4	"	14	35	-	-	-	-	16	40

II. Machinery and Co-ordination Activities

As evident from the table No.9 the principals and teacher educators of school A have indicated that all the following topics under areas, machinery of co-ordination and the activities, had been taught according to the syllabus.

i) Machinery of Co-ordination

a) Block-staff Team work

b) Technical Departments of Govt. in C.D.P.

c) Medical and Health Department

d) Department of Co-operative societies and Co-operative banks

e) Department of Agriculture and Irrigation

f) Department of Local self-Govt.

g) Education Department

h) Social Welfare Department

ii) Activities

a) Agriculture and its Allied Field activities

b) Communicational activities

c) Educational Activities

d) Health and Sanitary activities

e) Training of different artisans

f) Employment

g) House improvement

h) Social Welfare activities

But most of the trainees of school A have mentioned that

the topics a, c, d, e, f, g, h under area machinery of co-ordination and topics a, b, c, d under area of activities had been taught to them. As regards topic b, in area machinery of co-ordination and topics a,g, g, h under area, activities less than half of the trainees mentioned that these topics were taught to them. It indicates that these topics were not either properly discussed or the trainees could not follow them properly.

As regards, School-B, the inferences may be drawn only on the basis of responses of trainees. Because teacher educators had not responded to the questionnaire. As indicated by most of the trainees of this school it can be said that topics, a, c, d, e, g, h. Topics a, b, c, d under the areas machinery of coordination and activities were taught to them respectively. Topics b, f and topics e, f, g, h from areas Machinery of Co-ordination and Activities were taught to them respectively. As less than 50% of the trainees had given the information, the reference may be drawn that these topics were not discussed in the class properly.

If we take a comparative view of teaching

these topics in both the institutions the reference may be that under area machinery of coordination, topic, b was not properly discussed in both the institutions, while topic 'f' was not properly discussed only in School B. In activities area we can say that topics e f, g were not properly discussed in both the institutions. Topics, c and h though were not properly discussed in both the institutions, yet topic c discussed in school A more comprehensively than school B. In case of topic 'h' the inference may be just reverse.

TABLE-10

Importance and Advantages of the Inter-dependence of the school, the Community & Village Panchayath.

Area	Item	School A - 45						School B - 45					
		Principal		T.Educ.		Teachers		Principal		T.Educ.		Teach	
		Resp	%	Resp	%	Resp	%	Resp	%	Resp	%	Res	
IV (i) Importance	a	1	100	4	100	24	60	1	100	-	-	16	4
	b	1	"	4	"	18	45	-	-	-	-	12	3
	c	1	"	4	"	20	50	1	100	-	-	10	2
	d	1	"	4	"	20	50	-	-	-	-	10	2
	e	1	"	4	"	12	30	-	-	-	-	8	2
	f	1	"	4	"	12	30	-	-	-	-	8	2
	g	1	"	4	"	14	35	-	-	-	-	6	1
	h	1	"	4	"	14	35	-	-	-	-	6	1
	i	1	"	4	"	6	15	-	-	-	-	4	1
(ii) Advantages	a	1	100	4	100	24	60	1	100	-	-	18	4
	b	1	"	4	"	26	65	1	"	-	-	14	3
	c	1	"	4	"	18	45	1	"	-	-	12	3
	d	1	"	4	"	18	45	x	-	-	-	12	3
	e	1	"	4	"	20	50	x	-	-	-	10	2
	f	1	"	4	"	12	30	x	-	-	-	18	4

III. Importance and Advantages of the Inter-dependence of the School, the Community and Village Panchayath.

Table-10

As evident from the table No.10 Principals and Teacher educators of school A have indicated that all the following topics under areas Importance and Advantages had been taught to the trainees as prescribed.

1) **Importance**

a) The three main agencies

b) Their individual importance and collective importance of these agencies.

c) Their inter-relation and inter-dependence.

d) Feeling of oneness in workers of these departments.

e) More and more constructive work ...

f) Avoiding the unnecessary duplication work

g) Solution of the problems of each agency with the co-operation and help of other agencies.

h) Better growth of the individuals in each agency.

i) Fruitful discussions among the officer and workers of each agency.

ii) Advantages

a) The School, Co-operative and Panchayath can work effectively

b) The school can organise community programmes in the school itself with the cooperation of other two agencies ...

c) By planning together the school can take an active part for the local community ...

d) Organisation of bigger village uplift programmes is possible ...

e) More and more co-operation of individuals of community to be achieved to village uplift programmes.

f) More and more utilisation of the references of the individual officials of each agency to the village uplift programme.

But above 50% of the trainees responded that only topics a, c and d under area Importance and topics a, b and c under area Advantages respectively had been taught to them. As regards topics b, e, f, g, h and i under area, Importance and topics e, d, and f under area Advantages less than half of the trainees mentioned that those topics were taught to them. It indicates

that these topics were not either properly discussed or the trainees could not follow them properly.

As regard School B as evident from the table that less than 50 per cent of the trainees, even in some cases only 10 per cent of the trainees expressed that the topics under both the areas were taught to them. The reference may be drawn that these topics were not properly discussed in the class.

If we take a comparative view of these two institutions the reference may be drawn that the topics under the both the areas in both the schools are not taught, and discussed properly except few topics in school A that too on an average level.

(3) Practical side of the Programme

It is seen in the earlier part of this chapter that what extent the field workers in the programme of C.D. have understood the objectives of the programme. And in the second phase, to achieve that objectives what extent the theory of the C.D.P. had been taught to the trainees. It is an admitted fact that the objectives of a programme can successfully be achieved if a good knowledge of theory has been given to the participants keeping in view the practical aspect of the theory and the programme itself as suggested in the syllabus and planned by the school authorities.

Therefore the investigator considered it essential to find out whether the activities organised in the institutions with a view to impart practical experience to the trainees.

As presented in the syllabus the following practical activities and programmes were added in the questionnaire with a view to know the extent of practical implementation of those programmes in both the institutions under investigation.

I. Organisation of co-operative store

II. Social survey

III. Organisation of study-cum-Training Camps

IV. Organisation of literary class programmes for illiterate adults.

The data received through questionnaires reflected that no activities such as running a co-operative store to undertake a social survey, to organise a study-cum-Training camp, and conducting literacy classes were properly organised in both the schools.

On an interview with the principals and Teacher Educators it was found out that no rigidity in time schedule was maintained in organisation of C.D. Programme in both the institutions.

According to the necessity, the programmes like celebration of national festival, cultural activities games and sports etc. were organised in the schools.

On the basis of the nature of the data received through questionnaire and interviews it may again be referred that the practical aspect of C.D. Programme which was more useful than theory, was not given due importance in both the institution due to various reasons. The most important reason may be considered lack of enthusiasm in the field workers for practical aspect of C.D.Programmes. Neither proper guidance nor encouragement from the side of administrations and pupil teachers for conducting such programmes in or out side the school with a view to infuse a spirit of leadership in teacher trainees in the area of community Service and Community Development.

It was also known that the principals and teacher educators had no faith in the Community Development Programme. This is why they had been following the traditional activities and pattern of their organisation.*

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* Based on the spot observation and interviews with the principals and teacher educators of the both the institution on several occasions during the period of data collection.

Thus it is seen in this Chapter, the perception of the field workers on the objectives of C.D.P., to what extent the theory of C.D.P. was taught to the trainees and how for the practical activities had been conducted in both the institutions.

The next chapter will discuss the evaluation aspect of the whole programme (theory & practice), co-operation from various developmental agencies and general difficulties of field workers in implementing the programme; facilities required by them for the betterment of programme and their suggestions for the improvement of the same.

CHAPTER-VI

Evaluation and Difficulties and Suggestions

It is the known fact that the purpose of evaluation in teacher training institutions is to examine the extent of achievement of the trainees in theoretical instructions imparted to them and the extent of skills which they could learn through their participation in various practical programmes which were organised in the institution keeping in view the objectives of a particular programme and teacher training course as a whole.

Therefore the investigator considered it essential to find out the procedure of evaluation adopted by both the institutions in evaluating the theory as well as practice of the community Development Programme.

The responses received in this area from the principals and teacher educators of both the institutions indicate that both of them were agreeing in toto in following the procedure of evaluation as prescribed in the syllabus. The detailed item-wise break-up of the marks awarded to the trainees in C.D.P. area and the criteria adopted for the same are discussed below

a) The Procedure adopted in Theory.

Both the principals allotted 25% marks to the theoretical aspect of Community Development Programme as prescribed in the syllabus.

An allotment of these 25% marks was reported to be as under, by both the principals.

1) Two or three questions were given on theory of community Development Programme in the paper of principles of education.

2) The part in which question on C.D.P. were asked in the paper, was made compulsory and the choice was limited within the questions of this part.

b) <u>Procedure adopted in Practice</u>

As regard to the evaluation of practical aspect, the split up marks and the criteria adopted for the same by both the institutions is reported to be as following:

Both the principals have reported that 25% marks had been allotted by them for internal assessment of practical aspect of community Development Programme.

The marks were awarded on the basis of the following two criteria:-

(1) Individual record of each and every trainee maintained by the institution.

(2) The impression of the concerned teacher about the work of each individual.

Thus it is seen that both the institutions are following the same evaluation procedures in assessing the work in community Development Programme.

c) Measures of Co-operation adopted by the Development Agencies.

To make the Community Development activities more meaningful and practical the Training Institutions are expected to get co-operation from the various developments agencies like officials and non-officials of Community Development and other Departments.

Taking in view of the above consideration the investigator felt essential to find out to what extent the developmental agencies were co-operating the institutions in organising Community Development activities. The following table reveals the extent of co-operation received by the schools from the developmental agencies.

TABLE-11

Co-operation and measures adopted by Developmental Agencies.

Measures	Heads		Teacher Education	
	Response	%	Response	%
(a)	1	50		
(b)	1	50	N	N
(c)	1	50		
(d)	1	50	I	I
(e)	Nil	Nil		
(f)	Nil	Nil	L	L
(g)	1	50		
(h)	Nil	Nil		
(i)	1	50		

As evident from the table that only the principals of school B has reported that developmental agencies had co-operated the school in the following ways:

(i) The Officers of Community Development Department visit the Training School now and then.

(2) The institution organises extension lectures of the officers of C.D. Department.

(3) The C.D. Department supplying the literature in C.D.P.

(4) By arranging film shows for the trainees of the institution.

(5) By organising debates, essay writing competitions to the trainees.

(6) By actual participation of Community Development Staff in the activities of the training institution.

As the teacher educators/school B had not responded the questionnaire the references may be drawn only on the basis of the response of the principal

As six measures out of nine had been adopted by the developmental agencies, it may be infered that the interest and co-operation of developmental agencies towards the school was increasing.

The principal had also recognised the importance of co-operation of Developmental Agencies to a great extent.

As no data were available from school A it may be inferred that the institution might have not got success in getting the co-operation of Developmental Agencies.

(d) <u>Problems faced by the Institution</u>

In implementing the Community Development Programme the principal and staff of school A faced the following problem.[1]

(1) The institution did not get any specific grant under the head "Implementation of Community Development"

(2) The Ministry of Community Development did not provide any grant for the purchase of C.D. literature.

(3) The institution was facing difficulties in the organisation of C.D. programme by having only one trained teacher in this area.

(4) As no practicising school was attached to the training institution, the institution was looking in having co-operation of practicing school.

As reported only by the principal of school B it may be indicated that the following difficulties were faced by the institution in implementing C.D.P.

(1) Inadequate financial grant to the institution.

(2) Absence of the trained staff in Community Development programme.

As only the principal responded the questionnaire it was very difficult to the investigator to draw the

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1. Based on the responses received from the principal and four teacher educators of school A.

references only on the basis of one opinion. Had some staff members responded the questionnaire it would have been possible to draw some more valid conclusions.

While taking a comparative view of the difficulties faced by both the institution it may be referred that only two difficulties namely inadequate finances and shortage of trained teachers in community Development programme were found to be common.

Only one institution had the difficulty of inadequate supply of C.D. literature.

III. Facilities required by the respondents for better working of C.D.P.

The respondents were requested to suggest the measures for the improvement of C.D. programme and facilities required for the same.

As found out on the scrutiny of data four teacher educators and one principal from school A and only one principal from School B had given the suggestions. It is, therefore, very difficult to make the analysis of suggestions from various angles. ~~However the suggestions from various angles.~~ However, the suggestions are listed below on the basis of the frequencies in a descending order so that the importance of each and every suggestion may be determined to some extent.

1. Specialised guidance from the Departments of C.D., Agriculture, Health and Panchayath etc.

2. Adequate finances for holding orientation camps, etc.

3. More trained teachers are essential to implement the programme successfully in the institution.

4. More stress should be given on practical aspect of the programme making it compulsory and unless the trainees complete it they should not set for the theory examination.

Thus it is seen in this Chapter that how the institutions were evaluating the C.D. Programme in theory as well as in practice. And also it is seen that what difficulties the institution were facing and what requirements they need for the improvement of the programme in their institutions.

The next Chapter which is the last and concluding ~~in~~ this work, will give a picture of the summary of the whole programme and inferences drawn in this investigation.

PART THREE

THE EPILOGUE

CHAPTER VII

Conclusion

As indicated in the previous chapter, this chapter is the last and the concluding chapter.

As the traditional education in our country was not in accordance to the needs of the society which are dynamic and the schools were in an isolated position, it was thought necessary to relate the education with the community. The process adopted for this purpose was to introduce Community Education and Community Development Programmes in Teacher Training courses, so that teachers may be able to serve the local community and may work as leader for the development of the same.

Keeping in view the above idea the Community Development Programmes was introduced in Elementary Teacher Training Institutions of Delhi for the last three years. The investigator therefore felt it worthwhile to investigate the working of C.D.P. in such institutions.

(a) Objectives of the Study

The objectives of the study were as follows:

1. Study the perception of all the field workers regarding the objectives of community development.

2. To investigate whether or upto that extent the theory part prescribed in syllabus is being taught.

3. To examine as upto what extent the practical activities have been organised according to the prescribed syllabus.

4) To study the evaluation procedures in vogue in the institutions in theory as well as in practice for C.D.P.

5) To study the measures taken by the developmental agencies for co-operating with the institution in organising C.D.P.

6) To study the difficulties which the training institutions are facing.

7) To study the facilities required for the betterment of the programme.

8) To analyse the suggestions made by the field workers on the working of C.D.P. in the Training Institutions

(b) Procedure Adopted for Investigation

The survey method was adopted for this study. Random sample technique was used in administering the questionnaire on the trainees of both the institutions. Keeping in view of the nature of the investigation the following techniques were applied to collect the relevant data.

1. Questionnaire

2. Interview

The questionnaire was planned keeping in view of the objectives of the investigation. It contains thirteen pages and twenty questions and classified into eight parts.

A Part contain the general information of the school.

B Part objectives of the C.D.P.

C Part Theory Part of C.D.P.

D: Part: Practical aspect of C.D.P.

E: Part: Evaluating theory and practice of C.D.P.

F: Part: Co-operative measures taken from Developmental agencies.

G: Part: General difficulties faced by the institution.

H: Part: Facilities required and suggestions for improvement of the programme.

After a try out the questionnaire was administered in the following institutions:

1. Teacher Training Institution for men, Hilpur

2. Teacher Training Institution for women, Daryaganj.

(c) Treatment of Data

After the collection, the data were tabulated and transferred into tables which were prepared by the investigator to analyse and interpret the same in such a way so that the valuable inferences may be drawn. The basis of interpretation was mainly the frequencies and percentages. The correlation technique was used to see how far the views of Teacher Trainees of school A about the objectives of teaching C.D.P. were co-ordinating with the view of the Teacher Trainees of School B.

After analysis and interpretation the following conclusions were drawn

d) Conclusions

I. General Information of the Schools

1. The staff position in school A was found to be better than that of school B.

2. Only School A had one teacher oriented in C.D.P. on their staff.

3. School A had been provided more facilities for the organisation of C.D.P. than that of School B.

4. More time had been allotted in school B than school A for C.D.P.

II. Objectives of Teaching C.D.P.

1. All the respondents (Principals, Teacher educators and trainees) considered the following objectives as important.

(b) To encourage the teacher trainees to get themselves acquainted with the Community Development organisation on different levels.

(i) To organise the Community Programme and make the school a community centre.

(k) To train the teacher trainees to ~~do~~ the role of leadership in ~~country~~ community life.

2. Another three objectives namely:

(f) To give trainees practice in running various programmes catering to the development of the local community.

(j) To train teacher trainees in a democratic and co-operative way of life.

(g) To make the trainees feel that they have to play an important role for the development of community in the programme, ~~was considered~~ were considered as important by most of the respondents.

3. The view of the trainees of both the institutions on objectives of C.D.P. were near about the same in giving important to all the fifteen objectives.

III. Teaching the theory of C.D.P.

1. In teaching theory of C.D.P. the following topics according to syllabus were not discussed properly in both the institutions.

1. Concept and Philosophy of C.D.P.

2. Community Development Organisation

3. Different activities under the programme and machinery of co-ordination

4. Importance and advantages of the inter-independence of the school, the community and village panchayath.

8. It also appeared that most of the Teacher Trainees could not follow the theoretical discussion which were held in their classes.

IV. Practical Activities of C.D.P.

1. No activities under C.D.P. were organised properly in both the institutions.

2. No rigidity in time-schedule was maintained by the organisers in organising C.D. programmes.

3. Practical aspect of C.D. programme was not given due importance in both the institutions. Lack of enthusiasm was also found in all the field workers.

V. Evaluation.

1. Both the institutions had allotted 35% marks and 35% marks for theory and practice respectively.

2. The procedure adopted for evaluation of the theory and practice of C.D.P. found to be near about the same in both the institutions.

VI. Cooperation from the Developmental Agencies

1. Only school B could get the co-operation of developmental agencies such as Block development officers Extension Officers etc. and officers of

the Ministry of Community Development, Govt. of India.

2. It was found that the interest and cooperation of developmental agencies towards the school was increasing by by by.

VII Problem faced by the Institutions

1. Inadequate finances, and shortage of trained teachers were found to be common in both the institutions.

2. School A was not in possession of practicing school and community development literature.

VIII Requirements and Recommendations

1. Special guidance from the Departments of Community Development Agriculture, Health and Panchayaths etc. was required.

2. Adequate finances for organising practical programmes of C.D.P. were required.

3. More oriented teachers were essentially required in both the institutions for organising C.D. Programme properly.

4. More stress should be given to the practical aspect of the C.D programme by making it compulsory and first preference should be given to these programmes in the Training institutions.

(a) Implication of further Research

1. To find out the attitude of various field workers in Community Development programmes in both the institutions, an attitude inventory may be developed

2. A study of the measures to be adopted by Teacher Training Institutions to make the Community Development Programme a success, may be developed conducted

3. A study of the measures to be taken by the schools to take more and more ~~and~~ co-operation from the Developmental agencies may be conducted.

4. A study of the re-actions of the Community Development officer in towards the Community Development Programme in Teacher Training Institution, may be conducted

5. A study of the re-actions of local community towards the organisation of Community Development Programmes by the Teacher Training Institutions and their utility for the benefit of local community, may be conducted

On the basis of the above study conducted by the investigator in the area of Community Development Programmes in Teacher Training Institutions the above studies have been suggested. It would be worthwhile if such investigations are undertaken with a view to examine as upto what extent the Community Development Programmes launched ~~and~~ in training institutions have served the purpose of local community.

数学建模及其应用

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25. "Remark" Regional workshops held at Tajpur, Udaipur and Mysore to Review the Training Programmes of C and Sos, TO & Sos, SEATOs and NSTCs, Ministry of Community Development and Co-operation 1964.

26. "Report of the Education Commission 1964-[illegible]" Education and National Development, Ministry of Education, Govt. of India.

27. The Indian Year Book of Education 1964 Elementary Education, [illegible] New Delhi.

28. "Three Basic Institutions" Ministry of Community Development, Panchayat Raj and Co-operation, Govt. of India.

29. "The aims or objectives of the Orientation Training

Contd.

Programme and its other Govt. agencies." pertaining to the implementation of C.D.P. in Training schools issued by the Ministry of Education and Community Development and Co-operation, Govt. of India.

30. "Village School Teacher" - his role in Community Development and need for his training (Seminar report of the District Educational officers of Mysore State) Orientation & Study Centre, Mysore.

ALGERIA

9 Months Post Graduate
Diploma Course in Elementary Teacher Education,

Department of Teacher
Education(N.C.E.R.T.)
33, Chhatra Marg,
Delhi-7.

January,1967.

To

_____

_____

_____

Dear Sir/Madam,

I am to state that I am a Teacher Educator undergoing 9 Months Post-graduate Diploma Course in Elementary Teacher Education in the Department of Teacher Education (N.C.E.R.T) 33, Chhatra Marg, Delhi-7. I have selected the following topic for my Dissertation.

"An Investigation into the Working of Community Development Programme in the Elementary Teacher Training Institutions in Delhi."

To collect the data for my study I have prepared a questionnaire. A copy of the same is enclosed herewith. May I request you to very kindly fill up the questionnaire and to return the same to me to enable me to arrive at certain useful conclusions which may be of use to the training institutions in making the Community Development Programme a successful one.

As this is a research work, the responses given by you will be kept secret and will be used only in the research work.

Kindly return the questionnaire duly filled in on the above address within a week time of its receipt by you.

Thanking you,

Yours faithfully,

(D.Damodar)

N.B.Please use separate sheets in case the space provided in the questionnaire is insufficient.

QUESTIONNAIRE

"A"

1. Name of the Institution _____

2. Name of the person filling the questionnaire with designation: _____

3. Place: _____

4. Year of establishment: _____

5. Please indicate the number of staff members according to the table:

Type	Qualification	No. of Teachers Men	Women	Total
a) Teaching staff (subjects)				
b) Instructors (Art&Craft etc.)				

6. Duration of the training course. Please tick: a) One year
b) Two years
c) Three years.

7. Please indicate the strength of the trainees during the year 1966-67 in the table:

Type of Course	Strength of men	Average age Min.	Max.	Strength of Women	Average age Min.	Max	Total
1. One year							
2. Two years							
a) first year							
b) Second year							
3. Three years							
a) first year							
b) Second year							

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"B"

12. Some objectives of Community Development Programme are given below. Please tick only to those which you think proper for your course. If you feel that some objectives have not been included in the list, please add the same to the list.

a) To make the trainees to understand what sorts of development is going on in the Local Community: ( )

b) To encourage the teacher trainees to get themselves acquainted with the Community Development Organisation on different Levels: ( )

c) To promote the inter dependence and co-operation between the school and other agencies in the locality; ( )

d) To have practical experience of participating in the Community uplift programme: ( )

e) To get an opportunity to be in touch with the officials and village leaders with a view to know their co-operation in Community Development Programme: ( )

f) To give trainees practice in running various programmes catering to the development of the local Community: ( )

g) To make the trainees feel that they have to play an important role for the development of community in this programme: ( )

h) To give the trainees guidance as how to have better relations between school and community: ( )

i) To organise the Community Programme and make the school a Community Centre: ( )

j) To train the teacher trainees in a democratic and co-operative way of life: ( )

k) To train the teacher trainees to a role of Leadership in Community Life: ( )

l) To give teacher trainees a back-ground of local culture and to show them how it can be effectively used in community improvement work: ( )

m) To infuse in trainees the dignity of labour: ( )

n) To train the trainees as how to pursuade local community people towards a programme of community life. ( )

o) To make the trainees feel the importance

"C"

13. Please indicate what has been taught so far on the topics mentioned in the syllabus by ticking against the relevant items or adding to the list.

I) Concept and Philosophy of Community Development Programm

a) Community Development and its origin: ( )

b) Objectives & Methods etc: ( )

c) Rural Life: ( )

d) Social Education: ( )

e) Need and Importance of Community Development Programme and the role of the School in the programme: ( )

f) Values underlying Community Development Programme: ( )

g)

h)

II) Community Development Organisation at the Centre, State, District and Block Levels:

a) Ministry of Community Development & Co-operation at Centre, (Organisation and its functions) ( )

b) Ministry of Community Development or Panchayath Raj at State Level: ( )

c) Zilla-Parishad and its functions: ( )

d) Panchayath Samithies or Block-Developments and their activities: ( )

e) Panchayath at village level: ( )

f)

III) Different activities under the programme and machinery of co-ordination between the Development and other Departments at the State Level:

i) Machinery of Co-ordination

a) Block-staff Team work: ( )

b) Technical Departments of Govt. in C.D.P. ( )

c) Medical and Health Department: ( )

d) Department of Co-operative socities and Co-operative banks: ( )

e) Department of Agriculture and Irrigation. ( )

f) Department of local self Govt. ( )

g) Education Department: ( )

h) Social Welfare Department: ( )

i)

ii) Activities

a) Agriculture and its Allied Field activities: such as provision of water to agriculture and veterinary aids marketing and credit facilities etc: ( )

b) Communicational activities: such as provision of good roads, transport services etc. ( )

c) Educational activities:- provision of universal primary free-education and mid-day meals etc: ( )

d) Health & sanitary activities: Medical aid etc: ( )

e) Training of different artisans & personnel: ( )

f) Employment: ( )

g) House:- Design for improved rural Housing etc: ( )

h) Social welfare activities: Such as, Woven and child welfare etc. ( )

IV.) Importance and advantages of the inter-dependence of the School, the Community and Village Panchayaths.

i) Importance

a) The three main agencies (School-Co-operative and Panchayath) in the village are for development of the community: ( )

b) Their individual importance and collective importance of these agencies in the community: ( )

c) Their inter-relation and inter-dependence. ( )

d) Feeling of oneness in the workers of these departments: ( )

e) More and more constructive work and out put in the direction of village uplift programme: ( )

f) Avoiding the unnecessary duplication of work: ( )

g) Solution of the problems of each agency with the co-operation and help of the other agency: ( )

h) Better growth of the individuals in each agency: ( )

i) Fruitful discussions among the officers and workers of each agency with regards to the Village uplift schemes of each department. ( )

j)

k)

ii) Advantages

a) The school, co-operative and Panchayath can work efficiently with the co-ordination and co-operation among themselves. ( )

b) The school can organise community programmes in the school itself with the co-operation of other two agencies and become a community Centre: ( )

c) By planning together the school can take an active part for the local-community and improve itself by their co-operation. ( )

d) Organisation of bigger village uplift programmes is possible: ( )

e) More & more co-operation of Individuals of Community to be achieved to village uplift programmes: ( )

f) More & More utilization of the influence of the individual officials of each agency to the village uplift programme: ( )

Note: Please mention and tick only to to those items which have been taught in the class so far.

14. Please indicate what community activities have been organised inside and outside the institute to give practical training to the trainees. Please tick against the activities which have been organized by the institution. In case some other or more activities have been organised by your institution, the same may please be added to the list given below:

I. Organisation of a Co-operative Store

b) By organising Lectures by the B.D.O. or E.O. co-operation to address the trainees: ( )

c) By taking the trainees to a Co-operative Store or Bank and make them observe its organisation and functions. ( )

d)

e)

f)

II. <u>Social Survey, to know the extent of Co-operation and Community living in the neighbourhood of the Institute</u>

a) Any social survey of the local community has been done by the group: Please tick: Yes_____ No_

b) What aspects have you taken for your Survey such as: Please tick:

1. Self-help: ( )

2. Service to community: ( )

3. Education: ( )

4. Sanitation: ( )

5. Health: ( )

6. Food and Nutrition: ( )

7.

8.

c) Upto what extent the co-operation you could get in this survey work of various agencies or persons. Please tick against the items given below in the five point scale to express your views on the extent of co-operation you could get.

1. Best co-operation: ( )

2. Better Co-operation: ( )

3. Good co-operation: ( )

4. Average co-operation: ( )

5. Non co-operation: ( )

III. Organisation of Study-cum-Training Camps in a Village to know the working of Co-operatives, Panchayats, Block-Development Programmes, and the Scope of School's Co-operation in such activities.

a) How many study-cum-training camps have been organised in the villages by your institution or any other agency to know the working of co-operation of Panchayat etc. with a view to give the knowledge of the school's coop ration in such activities: _____ Number ( )

b) Some activities are mentioned below, which are supposed to be organised in a training camp. Please tick only to those which you have undertaken. Also add those activities which have been organised in the camp but have not been given below:

1) Instruction Programme:

1) Social Education activities: such as:

a) How to eradicate illiteracy ( )

b) Methods of Teaching Adults etc. ( )

c)

2) Extension Education activities: such as:

a) How education should follow the society? ( )

b) How education can improve the society? ( )

c)

3) Youth activities; Such as:

a) Formation of youth clubs: ( )

b) Establishment of reading room and library: ( )

c)

4) Rural recreation activities; such as:

a) How to organise cultural activities suiting to the taste : ( )

b) How to attract the community towards their programmes. ( )

c)

ii) Practical Field Work:

1. Public Health Programme: ( )
2. Home Improvement Programme: ( )
3. Agriculture Improvement Programme: ( )
4. Formation of compost pits: ( )
5. Formation of soak-pits: ( )
6. Cleaning projects: What & How many times? ( )
7. Literary classes: How many times? ( )
8.
9.

iii. Group Discussions: ( )

1. conduct of meetings: ( )
2. initiation of subjects: ( )
3. Practice in Reading Room: ( )
4.
5.

iv) Recreation (Evenings)

1. Folk songs and dances: ( )
2. Devotional songs Bhajans, Keertans: ( )
3. Kavi Sammelans: ( )
4. Drama - Variety entertainments: ( )
5. Use of other visual aids: ( )

c) Please mention the names of the prominent visitors and their designations who have been invited and participated in the activities.

Name with designation	No.of invitation	No.of visits
1.		
2.		

IV. Organisation of Literary Class Programmes for Illiterate Adults.

a) Please mention whether the classes to literate illiterate adults have been organised by your institution.

Please tick: Yes_____ No_____

b) If you have organised the classes for illiterates how many of the following items, you have adopted and how many times, please mention.

1. Giving model lessons to the village school children:( ) Number:_____

2. Co-operating the village teacher in increasing the strength of the school:( ) Number:_____

3. Literary class to adult illiterates:( ) Number_____

4. Group discussions with villagers and encouraging them to learn more and more attending adult school:( ) Number:_____

Note: Head of the institution and the staff members are requested to fill up this questionnaire on the basis of the information of the last three years also.

"E"

Note: Only for Head of the Institutions and Staff Members.

15. a) What percentage of marks are allotted for the Community Development Subject in theory paper.

Please tick 100% ( )

75% ( )

25% ( )

b) How this percentage of marks will be evaluated in Examination, please tick:

i) By including 2 or 3 questions in the main paper. ( )

ii) By making the questions to be compulsory. ( )

iii) By providing them an objective type test separately: ( )

iv) Any other method, please specify and enclose the question paper for information and in support of the response.

16. What procedure do you adopt for the assessment or evaluation of practical work in Community Development activities. Please tick:

a) By alloting marks in the whole programme of practicals of the institute: ( )

b) i) What percentage of marks: ( )

ii)

iii)

b) By maintaining individual trainee record for award of marks by the concerned teachers: _____

c) By impression of the trainees: _____

d) By any other way _____

Please specify and mention the method or procedure below and enclose the sheet in support of your response if you feel that the space given below is insufficient:

_____

_____

_____

_____

_____

F

17. Please indicate the measures taken by the development agencies for co-operating with your institution in the organization of Community Development activities:

a) By visiting the institution now & then: ( )

b) By giving extension lectures in the institution: ( )

c) By supplying Community Development Literature: ( )

d) By arranging film shows: ( )

e) By undertaking joint projects: ( )

f) By providing facilities for field trips: ( )

g) By organising debates, essay writing competition to the trainees: ( )

h) By conducting tournaments etc. in the institute: ( )

j) By inviting the Head of the institution and staff for meetings specially while taking up new activities and programmes in the locality: ( )

k)

"G"

18. Please indicate the general difficulties which you are facing in implementing the Community Development Programme under the following areas:

1. Finance: _____

2. C.D.Literature: _____

3. Syllabus: _____

4. Staff: _____

5. Trainees: _____

6. Co-operation of Practicing School _____

7. Co-operation of Block-Development Officers and Staff etc: _____

8. Co-operation of local Public: _____

9. Any other, Please specify: _____

_____

_____

_____

"H"

19. What facilities are required for the better working of C.D.P. in the institute?

Please indicate:

1. _____

2. _____

3. _____

4. _____

5. _____

20. Please give your suggestions for the improvement of the community Development Programme in your institution on the following items.

1. Objectives: _____

2. Theory Part: _____

3. Practical side: _____

4. Evaluation of activities: _____

5. Co-operation of different agencies: _____

Place _____

Date _____

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Signature